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AUTHOR Pilkenton, W. David
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ABSTRACT

Responses to selected questions concerning high school language instruction in foreign languages, teacher and chairman attitudinal factors toward selected articulation proposals, and teacher preparation serve as the basis for this report. The major problem of articulation of high school foreign language students into college programs is central to the discussion of foreign language offerings, course descriptions, methodology, teacher certification, and regional needs. Summaries, recommendations, and conclusions are included. An appendix includes the area surveyed, participating institutions, and texts used by western Colorado high schools. (PL)

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PARTIAL RESULTS OF A SURVEY CONDUCTED AMONG WESTERN COLORADO HIGH SCHOOLS AND COLLEGES PERTAINING TO THE ARTICULATION OF HIGH SCHOOL FOREIGN LANGUAGE STUDENTS INTO COLLEGE PROGRAMS: FIRST INTERIM REPORT

Compiled for

The High School and College Articulation Committee

of the Colorado Congress of Foreign Language Teachers

Lynn A. Sandstedt, Chairman

by

W. David Pilkenton

Instructor of Spanish

Mesa Junior College

Grand Junction, Colorado

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TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
HIGH SCHOOL RESPONSES TO SELECTED QUESTIONS	4
The High School Foreign Language Teaching Situation in Western Colorado	4
Foreign Languages Offered	4
Number of Years of Foreign Language Instruction Available	5
Grades in Which the Various Levels are Offered	6
Texts Used	9
Methods of Instruction	10
Satisfaction with Present Program	10
Terminal Proficiency Examinations	12
Adequacy of Foreign Language Teachers' Preparation	13
Highest Level of Academic Training	14
Attitude of Western Colorado Foreign Language Chairmen and Teachers Toward Selected Articulation Proposals	16
Willingness to Change Present Program	16
Willingness to Administer Proficiency Examinations	17
Willingness to Prepare Foreign Language Proficiency Forms	18
Certification of Prospective Teachers by Proficiency Examinations	19
Certification of Tenured Teachers by Proficiency Examinations	21
Chairmen View the Preparation of Foreign Language Teachers and Major Needs of the Profession in Colorado	22
Desirable Preparation for Successful Teaching	22
Major Needs of the Foreign Language Teaching Profession in Colorado	24

PAGE

SUMMARIES, RECOMMENDATIONS AND CONCLUSION 27

Recommendations Pertinent to Western Colorado High School Administrators and Teachers 27

Recommendations Pertinent to Foreign Language Teachers' Training Institutions 30

Recommendations Pertinent to the State Department of Education 31

Recommendations Pertinent to the High School and College Articulation Committee 32

Miscellaneous Items and Needed Studies 34

APPENDIX 36

Figure 1. Area Surveyed and Distribution of Returns 37

Appendix A. List of Institutions Participating in the Survey 38

Appendix B. Texts Used in Western Colorado High School Foreign Language Programs 40

Source Consulted 44

INTRODUCTION

For some time now the problem of articulation of high school foreign language students into college programs in Colorado has been growing more acute. During the 1968 Spring Conference of the Colorado Congress of Foreign Language Teachers in Colorado Springs, a high school and college articulation committee under the chairmanship of Mr. Lynn Sandstedt was established to consider means of promoting better articulation between high schools and colleges.

Some time later I was approached by Mr. Sandstedt and asked to organize a committee in the Grand Junction area to consider the problems of articulation and write proposals for possible solutions to the problems. In partial answer to this request, the present report presents a picture of the high school foreign language teaching situation in Western Colorado and the attitude of Western Colorado foreign language chairmen and teachers toward (1) selected articulation proposals, (2) the preparation of foreign language teachers, and (3) major needs of the profession. Sixteen recommendations are made in the course of the report.

The decision to postpone temporarily the formation of a local committee and to broaden the scope of inquiry beyond the Grand Junction area came as the deadline for making local reports approached and Mr. Sandstedt indicated to me that he

had had little communication from other localities in Western Colorado. Expediency and the distances separating Western Colorado communities prompted a questionnaire as the most convenient means of expressing individual opinion.

During the fall of 1968, questionnaires were sent to the foreign language chairmen in all of the 60 high schools and six colleges in 29 Western Colorado counties (see Figure 1). These chairmen were asked to meet with their staff and return a composite answer to the questions. Of these 60 high schools, 52 schools or 87 percent are known to offer foreign languages. All the colleges are known to have foreign language programs.

Replies were received from 30 high schools, or 58 percent of the high schools with foreign language programs, and from four colleges, or 66 percent of the colleges (see List of Institutions, Appendix A). Twenty counties and almost every geographical region of Western Colorado are represented in this sampling. The number of returns received is believed sufficient to warrant compiling the data and making recommendations.

There were 17 questions on the high school questionnaire for which answers to 15 are presented in this report. The answers to the remaining two questions will be summarized in a subsequent report. There were 23 questions on the college questionnaire for which answers to the most pertinent 11 were compiled and presented to the articulation committee on October 10, 1968, in a preliminary report. It is

from this preliminary report that statistics have been taken for the several high school and college comparisons made in this present report. The preliminary report is being used for college statistics since no significant change in these has taken place since the preliminary report was compiled. Although only three colleges out of the six responded prior to the preliminary report, they still represent approximately the same percentage of return (50 percent) as realized in the high school survey (58 percent).

In making acknowledgments, I wish to express first and foremost my appreciation to the foreign language chairmen and members of their staffs who responded to my pleas to participate in the survey. Secondly, I wish to express my gratitude to Mr. Lynn Sandstedt for providing me the opportunity to participate in this study and for suggesting some of the questions to be asked.

Finally, I would like to acknowledge two Mesa College colleagues who have aided in the preparation of this report. I am deeply indebted to Mr. James Davis, Chairman of the Division of Mathematics and Engineering, for his advice on how to present some of the statistical data, and last but not least to Mr. Cliff Mountain, Head of the Foreign Language Department and Director of the Foreign Language Laboratory for his help in editing this report.

HIGH SCHOOL RESPONSES TO SELECTED QUESTIONS

The High School Foreign Language Teaching Situation in Western Colorado

This section pertains to courses offered, materials used, policies and practices employed, and the qualifications of the teachers.

Foreign Languages Offered

In answer to the question about what foreign languages are offered, chairmen report French, German, Latin, Russian, and Spanish. Almost all (93 percent) of the respondent schools offer Spanish. One out of every three (33 percent) offer French, and one out of every five (20 percent) offer German. Only four schools (13 percent) offer Latin, and one school, Paonia, offers first-year Russian. Two schools, Fruita and Montezuma-Cortez, offer a special course in Spanish for native speakers of Spanish. Since almost half of the schools (43 percent) offer more than one language, the percentages add up to more than 100 (Table 1).

TABLE 1

LANGUAGES OFFERED

Language	Number of Schools	Percent N=30
Spanish	28	93
French	10	33
German	6	20
Latin	4	13
Russian	1	3

Number of Years of Foreign Language Instruction Available

Foreign language chairmen were asked how many years of foreign language instruction are available in their school. The responses reveal that slightly over one-half (51 percent) of the total number of high school foreign language programs conducted (N = 49) do not offer instruction in foreign language beyond the second year. The longest sequences of study are offered by the French programs. Seventy percent of the ten schools which offer French provide instruction beyond the second-year course. This compares with 50 percent for both German and Latin. Except for Russian, which is not offered beyond the first year, the shortest sequences of study are offered by the Spanish programs in which only 43 percent of the 28 schools teaching it provide for instruction beyond the second-year course. However, this is in sharp contrast with

one school, Durango, which reports offering Spanish through the sixth year (Table 2).

TABLE 2

YEARS OF INSTRUCTION AVAILABLE

	1		2		3		4		5		6	
Language	N	%	N	%	N	%	N	%	N	%	N	%
French N = 10	2	20	1	10	4	40	3	30				
German N = 6			3	50	1	18	2	32				
Latin N = 4			2	50	1	25	1	25				
Spanish N = 28			16	57	7	25	4	14			1	4
Russian N = 1	1	100										

Grades in Which the Various Levels are Offered

By combining the answers to the preceding question and to the one to follow, information may be derived concerning in what grades the various levels of language instruction are offered. Only one-third of the respondent schools indicate that they offer all of the levels that they teach in all grades. Approximately two-thirds of the schools responding indicate that they provide the first- and second-year courses for freshmen and sophomores and the third- and fourth-year courses, when taught, for juniors and seniors.

The tables which follow show that in approximately three out of four foreign language programs, the first-year courses in French, German, and Spanish are not available to students beyond the tenth grade. The tables also show that one-half of all programs do not offer the second-year course in these same languages beyond the tenth grade (Tables 3, 4, 5, and 6). N equals the number of foreign language programs offering the level at the grade indicated.

Grades in Which Levels are Offered

TABLE 3

FRENCH

	I		II		III		IV	
Grade	N	%	N	%	N	%	N	%
9th	8	54						
10th	3	20	7	70				
11th	2	13	2	20	6	67		
12th	2	13	1	10	3	33	3	100
N =	15		10		9		3	

TABLE 4

GERMAN

	I		II		III		IV	
Grade	N	%	N	%	N	%	N	%
9th	4	50						
10th	2	25	4	50				
11th	1	12.5	2	25	3	75		
12th	1	12.5	2	25	1	25	2	100
N =	8		8		4		2	

TABLE 5

LATIN

	I		II		III		IV	
Grade	N	%	N	%	N	%	N	%
9th	3	34						
10th	2	22	4	50				
11th	2	22	2	25	2	67		
12th	2	22	2	25	1	33	1	100
N =	9		8		3		1	

TABLE 6

SPANISH

	I		II		III		IV		V		VI	
Grade	N	%	N	%	N	%	N	%	N	%	N	%
9th	22	52	2	5	1	6						
10th	11	26	20	51	2	12	1	14				
11th	5	12	10	26	9	53	1	14	1	50		
12th	4	10	7	18	5	29	5	72	1	50	1	100
N =	42		39		17		7		2		1	

Texts Used

Replies to the question about what texts are currently being used indicate that the A-LM program is used more frequently than any other on all levels and for all languages except Latin.

In the first two years of study, A-LM materials are used in more than one-half (60 percent) of all public school German programs, in more than one-third (38 percent) of all French programs, and in slightly more than one-fourth (28 percent) of all Spanish programs. A-LM is also used in the only Russian program offered in Western Colorado, at Paonia.

In the third- and fourth-year of study, A-LM texts are used in almost all (88 percent) of the German programs, in slightly more than one-half (55 percent) of all the French programs, and in slightly under one-third (30 percent) of all the Spanish programs. Other texts used are listed in Appendix B.

Methods of Instruction

When asked how they would describe the general method of instruction used in their high school foreign language programs, respondents reported that 50 percent of all instruction is conducted audio-lingually, 26 percent traditionally, 18 percent eclectically, four percent directly, and two percent audio-visually. Although seven schools (24 percent) indicate they do not use audio-lingual methods, the majority (70 percent) of these employ an all inclusive eclectic approach. The remainder say they use traditional methods (Table 7). N equals the number of respondent schools using the method. Many schools checked more than one category.

TABLE 7

METHODS OF INSTRUCTION

Method	N	%
Audio-Lingual	23	50
Traditional	12	26
Eclectic	8	18
Direct	2	4
Audio-Visual	1	2

N = 46

Satisfaction with Present Program

Foreign language chairmen were asked if they were satisfied with the materials, methods of instruction, and objectives

to be obtained. The majority of the respondents indicate that they are satisfied with all of these. However, they are least satisfied with goals which some chairmen describe as "vague," "hard to define," and "rarely reached."

Eighty-eight percent of the respondents report that they are satisfied with materials; 80 percent say that they are satisfied with present methods, and 70 percent indicate that they are satisfied with goals (Table 8).

TABLE 8

SATISFIED WITH CURRENT PROGRAM?

	Methods		Materials		Goals	
Response	N	%	N	%	N	%
Yes	26	88	24	80	21	70
No	3	9	3	10	5	17
No response or varies	1	3	3	10	4	13

N = 30

Respondents answering affirmatively make the following comments:

> Materials: "Generally speaking, yes. However, I think we still need to emphasize the ability on the part of students to speak the language." "Fairly well." "Until we find something better, yes." "Fairly well. We need more A.V. equipment." "About 90 percent satisfied."
>
> Goals: "We have a language lab which is a <u>must</u> for the attainment of most desirable goals."

Respondents answering negatively remark:

Methods: "No - in part, yes." "Methods of instruction always need improvement."

Materials: "No, I need more." "French teacher would prefer A-LM." "They could be improved." "German teacher doesn't have complete materials."

Goals: "The goals are very vague." "Goals are hardly ever reached in a foreign language program in a rural area." "I feel the students do not verbalize enough. They read and understand, but do not speak as well as I think they should."

Respondents answering neither affirmatively nor negatively state:

All areas: "I am open to suggestions, let's say."

Goals: "Hard to define."

Terminal Proficiency Examinations

Ninety-three percent of the schools responded negatively when asked if a standard proficiency examination is administered upon completion of a student's program of foreign language study (Table 9).

TABLE 9

TERMINAL PROFICIENCY EXAMINATIONS ADMINISTERED?

Response	N	%
No	28	93
Yes	2	7

N = 30

Respondents answering negatively make the following comments:

> "No, I use the taped tests that come with the texts I use." "We have had one in the past, but do not now. The counselor at the time gave it." "No. Tests which accompany the courses."

Respondents answering affirmatively make these remarks:

> "Standardized El Camino Real tests. These are equivalent to any MLA testing service that this writer has seen." "Yes. As prescribed in course itself, supplemented by practical work."

Adequacy of Foreign Language Teachers' Preparation

Chairmen were asked whether they felt the foreign language instructors in their high schools were adequately trained to teach foreign languages in the secondary school. More than three-fourths (77 percent) of the chairmen responding answered affirmatively (Table 10).

TABLE 10

TEACHERS ADEQUATELY TRAINED?

Response	N	%
Yes	23	77
No	3	10
No response or varies	4	13

N = 30

Respondents answering affirmatively remark:

> "One has a Master's degree; one has a minor in language. I believe so." "Weak in speaking (speaks with an English accent). Otherwise the preparation was adequate."

Respondents answering negatively say:

> "More courses in Spanish." "No, most of us had very little training in audio-lingual. Our training was traditional until two of us attended NDEA institutes."

Highest Level of Academic Training

When asked what the highest level of training of the teachers in their departments is and in what subject areas they received these degrees, foreign language chairmen reported that 45 percent of the French teachers have a Bachelor's degree plus in the language taught. This compares with 35 percent of the Spanish instructors and 33 percent of the Latin. At the other end of the scale, 75 percent of the German instructors and 100 percent of the Russian have less than a Bachelor's degree in the language they teach (Table 11). N equals the number of instructors having the degree indicated.

TABLE 11

HIGHEST LEVEL OF TRAINING

	B.A.-		B.A.		B.A.+		M.A.	
Field	N	%	N	%	N	%	N	%
French N = 7	1	15	3	40	2	30	1	15
Spanish N = 26	3	10	14	55	5	20	4	15
Latin N = 3	1	33	1	33			1	33
Russian N = 1	1	100						
German N = 4	3	75	1	25				
Totals	9		19		7		6	
% N = 41	22		46		17		15	

Table 11 further serves to indicate that nearly one-third (32 percent) of all foreign language instruction is conducted by teachers with a Master's degree or graduate study beyond a Bachelor's degree in the language taught. Approximately one-half (46 percent) of all instruction is given by teachers possessing a Bachelor's degree, and less than one-fourth (22 percent) of instruction is offered by teachers having less than a Bachelor's degree in the language taught.

Attitude of Western Colorado Foreign Language Chairmen and Teachers Toward Selected Articulation Proposals

This section concerns the attitude of Western Colorado foreign language teachers toward some of the key articulation proposals recommended by the Greeley-Cheyenne High School and College Articulation Committee and the Secondary and College Teachers of French in Colorado at the 1968 Fall Conference of the Colorado Congress of Foreign Language Teachers in Denver. The questions which follow were asked in order to determine how united the profession is in its desire to improve high school and college articulation.

Willingness to Change Present Program

Ninety-three percent of the chairmen answered affirmatively when asked if they would be willing to see their current foreign language program changed should another program or other methods of instruction or objectives be demonstrated more appropriate or effective (Table 12).

TABLE 12

WILLING TO CHANGE PRESENT PROGRAM?

Response	N	%
Yes	28	93
No	0	
No response or varies	2	7

N = 30

Comments made by respondents answering affirmatively include the following:

> "Yes, if it proves to be more effective." "I am open-minded." "If proven more effective, yes, but not just for the sake of satisfying a new sales agent." "Yes, of course; this is much dependent on the amount of money available to get new materials and equipment." "Yes, if something more effective or appropriate is available or if we can develop something else better." "Yes! I am open for advancement in teaching wherever possible and whenever available. I would be willing to listen to any new ideas, techniques, or objectives." "Yes, I'm always willing to accept a new idea if it is successful." "Always willing to listen."

Comments made by respondents with varied answers include:

> "Possibly." "We believe we are moving in the right direction."

Willingness to Administer Proficiency Examinations

When chairmen were asked if they do not now administer a proficiency examination upon completion of a student's program of foreign language study, and if they would be willing to do so, 90 percent answered affirmatively (Table 13).

TABLE 13

WILLING TO ADMINISTER TERMINAL PROFICIENCY TESTS?

Response	N	%
Yes	27	90
No	2	7
No response or varies	1	3

N = 30

Respondents answering affirmatively make these observations:

> "Yes, if the test is comprised of materials used in the language program itself." "I'm open-minded." "I think these would be good and perhaps give the students more incentive to work a bit harder." "If we had the four years." "Yes, if value of test is beneficial."

A respondent answering negatively says:

> "Tape tests presently given are sufficient tests of proficiency."

Willingness to Prepare Foreign Language Proficiency Forms

Eighty-three percent of the chairmen responded affirmatively when asked if they would agree to a form to be completed by the student's high school foreign language teacher attesting to the student's ability. This form would then be forwarded along with the student's other credentials to the college to be entered by the student as a means of aiding college placement (Table 14).

TABLE 14

WILLING TO PREPARE PROFICIENCY FORM?

Response	N	%
Yes	25	83
No	4	13
No response or varies	1	4

N = 30

Here are the comments made by respondents answering affirmatively:

> "However, I'm not sure this would be more effective than a standardized entrance examination due to many factors, e.g. the teachers' differing standards of achievement." "Yes, if they are used wisely. This ability would be both oral and written."

The following comments are made by respondents answering negatively:

> "Teacher ratings are subjective." "This is a curriculum coordinator's problem. Perhaps counselors and principals should work with administrators here." "No. Don't colleges give placement exams? Wouldn't such a placement exam give the college instructor a better idea of where the student should be placed?"

Certification of Prospective Teachers by Proficiency Examinations

The secondary and college teachers of French in Colorado have recently gone on record recommending that an advanced proficiency test be administered to all prospective teachers of foreign languages and the results placed in the student's dossier to enable prospective employers to evaluate more readily the student's potential as a foreign language teacher as well as to insure quality instruction in their districts. When asked whether their foreign language departments favored this proposal, 73 percent of the chairmen answered affirmatively (Table 15).

TABLE 15

IN FAVOR WITH PROPOSAL?

Response	N	%
Yes	22	73
No	3	10
No response or varies	5	17

N = 30

Respondents answering affirmatively make these remarks:

> "I am, I think. However, with the new approaches being used, you need to consider levels being taught, prospective teacher's attitudes above this. Test can be geared this way - I guess." "Yes, especially for those who teach the upper levels of a foreign language." "I would be in favor of this proposal if the proficiency test were not so designed as to eliminate promising teachers simply because of the 'type' of test." "O.K., but doesn't the college record show this?"

Respondents answering negatively say:

> "No. The test might severely handicap a teacher who needs only to gain confidence in the language usage by actually teaching." "My experience has been that the ambiguity of this type of testing may eliminate good teachers." "No. The highest score on a proficiency exam and the highest grades in courses taken do not prove that the person can <u>teach</u> others."

A respondent with a varied answer states:

> "In some ways these are good and in some ways bad; of course they would be standardized throughout the nation."

Certification of Tenured Teachers by Proficiency Examinations

When chairmen were asked if they felt that those presently employed as foreign language teachers within the state on both secondary and college levels should also be required to take a proficiency examination, two-thirds (67 percent) indicated that examinations should be administered, but they differed as to whether these should be required or voluntary. However, the majority (57 percent) favored required teacher certification by examination within a definite period of time (Table 16).

TABLE 16

ATTITUDE TOWARD CERTIFYING TENURED TEACHERS BY PROFICIENCY EXAMINATIONS

Attitude	N	%
In favor of requiring certification by examination within a definite period of time	17	57
In favor of making certifying examinations available to the profession but participation should be voluntary not required	3	10
Not in favor of conducting certifying examinations	4	13
No response or varies	6	20

N = 30

Here are the comments from respondents favoring:

Required certification: "Yes, this would probably upgrade the quality of foreign language teachers." "Yes, but this should apply not

only to language teachers, but to teachers of all subjects." "There is no objection to the test but people should all take it at the same time thus no fraud. Teachers should be compensated for time spent in traveling and taking exam." "Those presently employed should take test on voluntary basis within a time limit."

Voluntary participation: "Yes, but I believe it should be voluntary. Some good teachers might be screened out in the process." "Voluntary participation, yes; but not certification by examination except for those who have not completed B.A., M.A., or Ph.D. degrees."

No examinations: "What is the purpose? Do other areas do this? If the employer is satisfied, this should suffice."

Varied alternatives: "I would agree only if there were some means of self-improvement available through the organization. It is a good idea, but I find it's difficult to improve my own ability now because of lack of classes at night, etc." "Not until we have enough teachers available." "We need to train more young men and women in the field of foreign languages." "O.K., partially. A poor teacher is better than none." "Possibly!" "As a Spanish major, I don't believe that this would be necessary but it couldn't hurt anything."

Chairmen View the Preparation of Foreign Language Teachers and Major Needs of the Profession in Colorado

This section deals with the last two areas of inquiry to be presented in this present report.

Desirable Preparation for Successful Teaching

Following the question about whether they felt their staff was adequately trained to teach, chairmen were asked what they felt the teachers should have had more of, if anything, in the way of professional preparation. Over two-thirds

of the chairmen report some inadequacy in their staffs' professional training before beginning to teach and further indicate the following as desirable items in the preparation of foreign language teachers (Table 17). Some schools offer more than one answer to this question.

TABLE 17

DESIRABLE ITEMS IN THE PREPARATION OF FOREIGN LANGUAGE TEACHERS

Responses	N	%
More practice in speaking	8	33
Foreign residence	5	21
More study of culture	4	17
More methods courses	3	13
More visual aids	1	4
How to run the language lab	1	4
Better textbooks	1	4
More Mexican, Central and South American literature	1	4

N = 24

Numerous comments cast additional and interesting light on the figures just given. Chairmen make these observations regarding:

> More practice in speaking: "In my college training, I would have benefited from much more oral proficiency." "More practice in use of grammar and speaking without an accent." "...actual usage of the language in conversational practice."

"Conversation." "...teachers must possess better...ability to speak and read target language." "More speaking." "Direct personal contact with language." "More speaking classes."

Foreign residence: "Practical work in a country where language is spoken." "Experience in the foreign country." "It might be of value to spend some time living with people who speak the foreign language." "I believe a program of foreign study should be initiated to better understand the language and culture one is teaching." "More residence in a Spanish-speaking country."

More study of culture: "More cultural orientation." "Probably all would have appreciated more credit training in the culture of the people of these languages." "Foreign language teachers must possess better knowledge of the cultural background..." "Culture is another thing to get more of (along with) traditions, customs, and history of people of that language."

More methods courses: "More training in modern methods." "Audio-lingual methods." "Possibly more methods would help..."

Remaining responses: "Probably more visual aids." "I could have had training in how to run the language lab more effectively and efficiently." "Better text books, more realistic to what the studying of any foreign language should be in the education of a high school student." "More Mexican, Central, and South American literature."

Major Needs of the Foreign Language Teaching Profession in Colorado

When asked what they felt is the most pressing need of the foreign language teaching profession in Colorado today, respondents reported the following needs (Table 18).

TABLE 18

MAJOR IMMEDIATE NEEDS OF THE PROFESSION

Responses	N	%
Statewide agreement as to the nature of quality instruction; prescribed course content and uniform and well-coordinated programs with allowances for local variation	14	33
Initiating longer sequences of foreign language instruction	14	33
Upgrading teacher qualifications	8	19
Recognition of the value of a foreign language	2	5
Administrative understanding of foreign language department and teaching problems	1	2
Better equipment and materials, such as language laboratories and transparencies	1	2
Practical work in a country where the language is spoken	1	2
Give teachers jobs in Spanish and Spanish only	1	2
Increase competition between schools	1	2

N = 43

Here are the remarks from respondents favoring:

> Statewide agreement: "The major problem in foreign languages in this state seems to be the lack of continuity in the various programs used. Students move from area to area within the state, and run up against impossible differences in language programs, e.g. from traditional textbook to something as remote as the EBF series. Perhaps we need a statewide policy concerning levels of achievement in reading and writing by certain times." "Perhaps C [more uniform programs]. But I would not like to see the subject regimented. Originality should be given time and space in the program. I do not believe in <u>duplication</u> ad infinitum."

There should be a standard of accomplishment but one [which] would take care of all qualifications."

Longer sequences: "...or at least earlier than high school." "I feel the teaching of a foreign language needs to be continued through the grade school years." "...we cannot attain proficiency in <u>any</u> language in two years of high school. Basically they are only able to obtain the <u>tools</u> to learn the language."

Upgrading qualifications: "Uniform instruction in the preparation of language teachers and a proficiency exam on graduation." "With upgraded teacher qualifications, the quality of instruction would improve."

Wider recognition of the value of a foreign language: "...better scheduling with more emphasis on foreign languages." "Recognition of the value of a foreign language."

SUMMARIES, RECOMMENDATIONS AND CONCLUSION

Recommendations Pertinent to Western Colorado High School Administrators and Teachers

The survey of languages offered in this report indicates that there are relatively few programs in Russian, Spanish for Spanish speaking people, and Latin in Western Colorado. It is therefore recommended:

1. That the national need for personnel competent in Russian be re-examined and that Western Colorado implement additional Russian programs if possible.
2. That the need for additional programs in Spanish for native speakers of Spanish be further explored in areas where there is a heavy concentration of native speakers.
3. That the case for Latin be reviewed and made more widely known.

Data presented in this report on the number of years of foreign language instruction and the grades in which it is available reveal that slightly over one-half (51 percent) of the foreign language programs reported do not offer instruction beyond the second year. The study further shows that in three-fourths of the programs, first-year instruction is not available beyond the tenth grade and that in one-half of the

programs, second-year instruction is not offered beyond the tenth grade.

This short sequence of study and the early grades in which it is conducted causes a considerable gap in the continuity of foreign language study between high school and college. It is probably safe to say that this gap in the continuity of language study is one of the main reasons for problems which students encounter in their study at the college level. It is therefore recommended:

4. That measures be taken as soon as possible in Western Colorado to provide more third- and fourth-year courses in foreign languages and that advance planning be instituted to consider integrating fifth- and sixth-year courses at a later date.
5. That where it is not possible to increase the number of years of instruction, that consideration be given to offering the first- and second-year courses in the eleventh and twelfth grades so as to eliminate the time lapse between high school and college foreign language instruction.

It is believed that the study of foreign language should be geared to the terminal objectives and language requirements of the college rather than any other and that no matter where the study begins, that there should be no gap between the twelfth grade and college.

The facts of this survey further indicate considerable inequity of preparedness among high school foreign language teachers in Western Colorado. It has been said that the crucial factor for the successful execution of a foreign language program is the teacher. No materials, no designated curriculum will be effective if the teacher is not sufficiently prepared to do his job. In this regard, one wonders if there is not a definite correlation between the generally better-trained French teacher in Western Colorado and the greater number of third- and fourth-year French programs. It is therefore recommended:

6. That Western Colorado high school administrators be made aware of the inequality of preparedness among Western Colorado high school teachers and encouraged to take steps to provide foreign language teachers every opportunity to make full use of in-service days, workshops, state conferences, and NDEA institutes.
7. That in hiring future foreign language teachers, the guidelines established by the Modern Language Association for teacher qualification be followed.

A study of the texts used in Western Colorado high school foreign language programs leads to the recommendation:

8. That Western Colorado high school teachers be encouraged to re-examine the materials currently in use in light of those available and most used at the various levels (see Texts Used, Appendix B).

Recommendations Pertinent to Foreign Language Teachers' Training Institutions

On the basis of the data concerning texts used, it is further recommended:

9. That if additional inquiry confirms that the A-LM series is widely used over the entire state, and there is no reason to discourage such use, that colleges and universities in the state use undergraduate college programs fully compatible with the A-LM series, if they are not already doing so, in order to provide the maximum continuity for the majority of incoming students.
10. That if A-LM texts are approved and continue to be widely used over the state, that foreign language teachers' training institutions provide their student teachers with specific opportunities to practice teach with this series as well as with other leading secondary texts (see Texts Used, Appendix B).

The facts of this survey further reveal that while 77 percent of high school foreign language chairmen report that their staff was adequately prepared to teach, 70 percent of these same chairmen report some inadequacy in the preparation of their staff. On the basis of these deficiencies, it is recommended:

11. That foreign language teachers' training institutions initiate programs for high school teachers that deal mainly with the teaching of the four skills and not so much with the literature. These programs should emphasize the speaking and teaching aspects of the language and not solely the literary aspects.
12. That foreign language teachers' training institutions encourage their teaching candidates to participate in a junior year abroad program, but in lieu of this, that training institutions try to incorporate into their curricula summer foreign language camps in this country or "field courses" in a country in which the language is spoken.
13. That foreign language teachers' training institutions include more methods and culture courses in their curricula than they have in the past.

Recommendations Pertinent to the State Department of Education

The statistics relating to Western Colorado high school and college teachers' satisfaction with current objectives, materials, and methods indicate that the greatest amount of dissatisfaction is with objectives. On this basis, it is recommended:

14. That as soon as possible, the State Department of Education prepare a standard curriculum guide

specifying objectives for each level of instruction with allowances for local variation in order to provide some kind of guide for the perplexed.

Further evidence of the need to implement this latest proposal is found elsewhere in the survey when fully one-third of the high school respondents selected uniform programs and prescribed course content on a statewide basis when they were asked to identify the most urgent need of the language teaching profession in Colorado today.

College respondents, by contrast, report the upgrading of teacher qualifications as the most vital issue. Out of deference to this latter group, it is also recommended:

15. That the State Department of Education bring to bear its influence in improving the quality of foreign language instruction in the state by setting forth some minimum requirements based on proven proficiency as a basis for employing foreign language teachers in Colorado.

Recommendations Pertinent to the High School and College Articulation Committee

Another finding of this study is that Western Colorado high school and college respondents generally approve of selected proposals to promote better articulation between high schools and colleges. In view of this fact, it is recommended:

16. That the High School and College Articulation Committee proceed with confidence in the cooperation of Western Colorado foreign language teachers to recommend to the entire state membership those proposals which it feels are necessary to improve the articulation of high school foreign language students into college programs within the state.

Those proposals specifically considered in this survey include (1) a proposal for high schools to administer a proficiency examination to foreign language students upon the completion of their program of language study, (2) a proposal for high schools to prepare a high school foreign language proficiency form to further aid in college placement, (3) a proposal for colleges and universities to administer the Modern Language Cooperative Foreign Language Examination as the basic criterion for determining college placement, (4) a proposal for colleges and universities to administer an advanced proficiency test to prospective teachers of foreign languages for certification purposes, and (5) a proposal for the state to administer an obligatory proficiency examination for purposes of certification to those presently teaching foreign languages in the state.

Of all these proposals, the last one is the only one which is somewhat strongly contested with 57 percent of the high school respondents in favor as compared to 100 percent of the college (see Tables 13, 14, 15, and 16).

Western Colorado high school and college foreign language chairmen and teachers further demonstrate their desire to cooperate im improving foreign language articulation between the two levels in Colorado by their stated willingness to change or modify their present program of instruction should another program or other methods of instruction or objectives be demonstrated more effective or appropriate.

Miscellaneous Items and Needed Studies

One of the conclusions resulting from data related to methods of instruction used is that problems of articulation between Western Colorado high schools and colleges do not arise from using different methods of instruction since the statistics indicate these are quite comparable.

Audio-lingual methods are used by high schools for 50 percent of all instruction and by colleges for 56 percent. Traditional methods are used by high schools for 26 percent of all instruction and by colleges for 28 percent. Mixed or eclectic methods are used by high schools for 18 percent of all instruction and by colleges for 16 percent.

If methods are actually this similar, then one will have to look elsewhere for the source of articulation problems. It has already been suggested that the break in foreign language study between the tenth grade and college is one probable cause of many problems as is the generally short sequence of high school foreign language study provided.

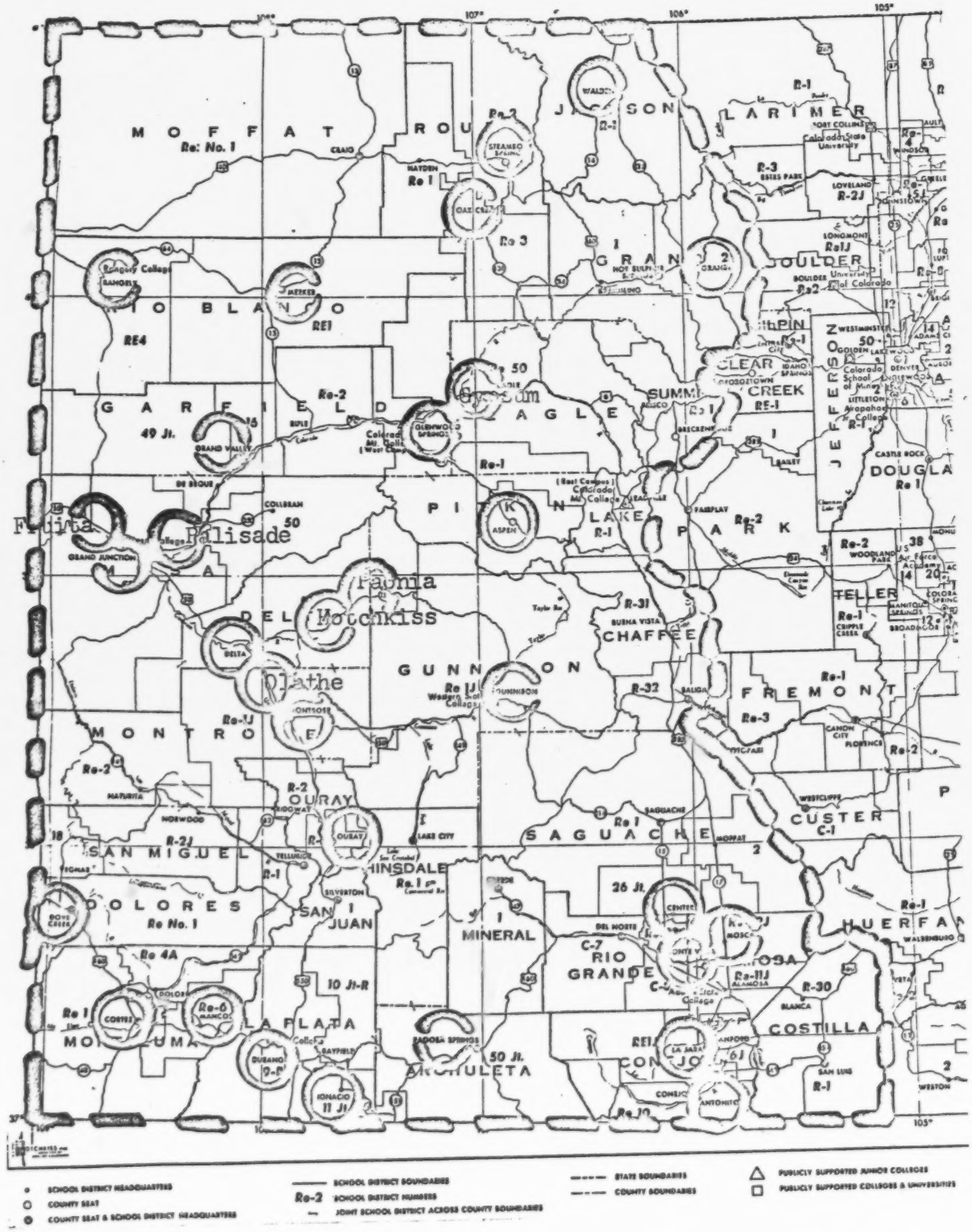
To find out what part the use of different materials may play in high school and college articulation will be the aim of a subsequent report. This future report will examine the degree of compatability between the leading materials presently in use in Western Colorado high schools and undergraduate college foreign language programs.

Also in the course of this same report, a comparison of the course content, main objectives, and expectations for each level will be made to determine what part these factors may play in the transition of students from high school to college foreign language programs in Western Colorado.

APPENDICES

FIGURE 1

AREA SURVEYED AND DISTRIBUTION OF RETURNS


MOFFAT
Re: No. 1
ROUTT
JACKSON
LARIMER
Re-1
Re-3
Re-2J
Re-4
Re-5J
Re-1J
Re-2
Re-3
Re-1
Re-2
Re-1
Re-2
Re-1
Re-2

APPENDIX A

LIST OF INSTITUTIONS PARTICIPATING IN THE SURVEY

County	High School	Address	Foreign Language Chairman	Years of Foreign Language Offered
Alamosa	1. Sangre de Cristo	Mosca 81146	Glenda Wakeman (Mrs.)	S(2), F(1)
Archuleta	2. Pagosa Springs	Pagosa Springs 81147	Ruth E. Marquez	S(3)
Conejos	3. Antonito	Antonito 81120		S(3)
	4. Centuari	La Jara 81140	Denny Harmsen	S(3)
Delta	5. Delta	Delta 81416	Curtis Shawcroft	S(3)
	6. Hotchkiss	Hotchkiss 81418	Ronald V. Goimavac	S(2)
	7. Paonia	Paonia 81428	Dorothy Taylor (Mrs.)	S(2), R(1)
Dolores	8. Dolores County	Dove Creek 81324	D. Dawson (Miss) and Monna Walters (Miss)	F(3), S(2)
Eagle	9. Eagle Valley	Gypsum 81639	Donna Brauer	S(3)
Garfield	10. Grand Valley	Grand Valley 81635	Paul Baum	F(2), G(2)
Grand	11. Middle Park	Granby 80446	J.Y. Ranbanal	S(2), F(1)
Gunnison	12. Gunnison	Gunnison 81230	Mable Sams (Mrs.)	S(4), G(3), L(3)
Jackson	13. North Park	Walden 80480	M.T. Ervin	L(2)
La Plata	14. Durango	Durango 81300	Dan Patterson, Coordinator of For. Lang.	S(6), F(4), G(4)
	15. Ignacio	Ignacio 81137	Joseph Komen	S(2)
Mesa	16. Fruita	Fruita 81521	Karen Patterson	S(4), F(3), G(2)
	17. Grand Junction	Grand Junction 81501	Winifred Bull	F(4), G(4), L(4), S(4)
	18. Palisade	Palisade 81526	Barbara Lesher	S(2)
Montezuma	19. Mancos	Mancos 81328	M.J. Hendrickson	S(2)
	20. Montezuma-Cortez	Cortez 81321	James W. Slade	F(3), S(3), G(2)
Montrose	21. Montrose	Montrose 81401	Nancy Bingham	F(3), S(3)
	22. Olathe	Olathe 81425	May Benson	S(2)
Ouray	23. Ouray	Ouray 81427	Evelyn Bates	S(2)
Pitkin	24. Aspen	Aspen 81611	Donald Alexander and Sheri Wiedeman	F(4), S(4)
Rio Blanco	25. Meeker	Meeker 81641	Benerito S. Martinez	S(2)
Rio Grande	26. Monte Vista	Monte Vista 81144	Martha Valdez	S(2)

	27. Sargent	Monte Vista 81144	Beverly Stewart	S(2)
Routt	28. Soroco	Oak Creek 80467	Jamie Starbuck	S(2)
	29. Steamboat Springs	Steamboat Springs 80477	Lucille Butler	L(2), S(2)
Saguache	30. Center	Center 81125	Larry W. Coombs	S(2)

County	College	Address	Foreign Language Chairman	Foreign Languages Offered
Pitkin	A. Colorado Mountain	Glenwood Springs 81601	Walter Kirschbaum	F, G, L, S
Mesa	B. Mesa Junior	Grand Junction 81501	Cliff Mountain	F, G, S
Rio Blanco	C. Rangely Junior	Rangely 81648	Gutti Hantz (Mrs.)	F, G, Italian, S
Gunnison	D. Western State	Gunnison 81230	Jess W. Gern	F, G, S

APPENDIX B

TEXTS USED IN WESTERN COLORADO HIGH SCHOOL FOREIGN LANGUAGE PROGRAMS

FRENCH

First Year

N	%	
3	34	A-LM I (Harcourt)
2	22	Cours Eléméntaire de Français (Heath)
2	22	Ecouter et Parler (Holt)
1	11	EBF
1	11	Foundation Course in French (Heath)

N = 9

Second Year

N	%	
3	44	A-LM II (Harcourt)
1	14	Cours Moyen de Français, Dale
1	14	EBF
1	14	Foundation Course in French (Heath)
1	14	Parler et Lire (Holt)

N = 7

Third Year

N	%	
3	44	A-LM III (Harcourt)
1	14	Cours Eléméntaire de Français, Dale
1	14	EBF
1	14	La France, McGraw
1	14	Une Tapisserie, McGraw

N = 7

Fourth Year

N	%	
2	67	A-LM IV (Harcourt)
1	33	Sommets Littéraires Français (Heath)

N = 3

GERMAN

First Year

N	%	
3	60	A-LM I (Harcourt)
2	40	First Course in German (Heath)

N = 5

Second Year

N	%	
3	60	A-LM II (Harcourt)
2	40	Second Course in German (Heath)
N = 5		

Third Year

N	%	
3	75	A-LM III (Harcourt)
1	25	Second Course in German (Heath)
N = 4		

Fourth Year

N	%	
2	100	A-LM IV (Harcourt)

LATIN

First Year

N	%	
2	50	Latin for Americans I (MacMillan)
1	25	Latin I, Smith
1	25	Using Latin I (Scott Foresman)
N = 4		

Second Year

N	%	
2	50	Latin for Americans II (MacMillan)
1	25	Latin II, Scudder
1	25	Using Latin II (Scott Foresman)
N = 4		

Third Year

N	%	
1	50	Latin for Americans III (MacMillan)
1	50	Using Latin III (Scott Foresman)
N = 2		

Fourth Year

N	%	
1	100	Latin Poetry, Carr (Heath)

RUSSIAN

First Year

N	%	
1	100	A-LM (Harcourt)

SPANISH

First Year

N	%	
8	27	A-LM I (Harcourt)
7	22	El Camino Real I (Houghton Mifflin)
7	22	Entender y Hablar (Holt)
3	10	El español al día I (Heath)
2	7	EBF
1	3	El Camino Real: Audio Program
1	3	First Year Spanish, Staubach
1	3	Learning Spanish the Modern Way (McGraw Hill)
1	3	Primer Curso Para Todos (Heath)

N = 31

Second Year

N	%	
9	31	A-LM II (Harcourt)
5	18	El Camino Real II (Houghton Mifflin)
3	10	Hablar y Leer (Holt)
3	10	El español al día II (Heath)
2	7	En las Américas (Harcourt)
1	3	EBF
1	3	El Camino Real: Audio Program
1	3	Entender y Hablar (Holt)
1	3	Learning Spanish the Modern Way II (McGraw Hill)
1	3	Primer Curso Para Todos (Heath)
1	3	Primera Vista (Allen and Bacon)
1	3	Second Year Spanish, Staubach
1	3	Spanish for Secondary Schools II, Muller *et al.*

N = 30

Third Year

N	%	
3	20	A-LM III (Harcourt)
1	7	Corazón de España (Harcourt)
1	7	EBF
1	7	El español al día II (Heath)
1	7	El Sombrero de Tres Picos
1	7	Fronteras (Scott Foresman)
1	7	Hablar y Leer (Holt)
1	7	Oral Spanish Review (Harcourt)
1	7	Platero y Yo
1	7	Segunda Vista (Allen and Bacon)
1	7	Spanish Alerican Life (Holt)
1	7	Spanish for Secondary Schools III, Muller et al.
1	7	Spanish Review Grammar, Gonzales
N = 15		

El Hispano (newspaper)
Temas (magazine)

Fourth Year

N	%	
2	40	A-LM IV (Harcourt)
1	20	Cuentos y Narraciones, Onís
1	20	EBF
1	20	Spanish Novels
N = 5		

SOURCE CONSULTED

Rabura, Horst M. Problems of Articulation Between the Public School German Programs in the State of Washington and the University of Washington. Seattle: University of Washington, 1967.